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ABSTRACT

This paper reports on a collaboration between Eastern Michigan University (EMU) College of Education and Farmington High School (FHS), EMU's first consociate school, i.e., a school site that has developed an exceptionally strong working relationship with a college of education. Leaders of both institutions identified a number of creative ways they could be mutually supportive in their efforts to improve educational opportunities for young people. The consociate school relationship formally marked the beginning of a multi-year series of interrelated activities between the two institutions. So far, the team has developed a counseling program in which EMU graduate students counsel high school students and adults. In addition, a graduate course on restructuring schools for Farmington school educators was team taught by two district professionals and two EMU College of Education professors. Pre-student teaching and student teaching field experiences paired EMU students with educators from both institutions, and FHS and EMU will exchange faculty for professional development. Long range planning includes the following: improving fiber optic linkage for interactive collaborative classes; structured pre-student and student teaching experience; use of the university's professional development model to facilitate FHS's targeted goals; a proposal for integrating curriculum; a collaborative effort with Special Education, Special Olympics; and planning for the composite curriculum course to be taught on site. The following documents are included: Consociate School Partnership Agreement between Eastern Michigan University and Farmington Public Schools; a photocopy of a news story on the collaboration; a list of successes achieved, projects undertaken, and projects planned; a reprint of an article "Farmington High and Eastern Michigan Collaborate" (James R. Myers) from "Secondary Education Today: Journal of the MASSP" (v36, n2, Fall 1994); and "Farmington High School Consociate School Program Assessment Plan" (Draft). (ND)

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EASTERN MICHIGAN UNIVERSITY'S FIRST CONSOCIATE SCHOOL: FARMINGTON HIGH SCHOOL

Association of Teacher Educators
1995 Annual Meeting
Detroit, Michigan
February 20, 1995

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Abstract of Presentation

Demands are increasing from numerous political arenas which focus on the need to change education in order to prepare students for the 21st century. Emphasis focuses largely on the creation of learning environments which foster critical thinking in a technological and information rich society. Such a learning environment can be achieved through extensive collaboration between schools and universities. Through such collaboration, public schools and universities benefit from infusion of new instructional practices supported by the best practice and research.

In the spirit of improving both public education and teacher education, on November 17, 1993, Farmington High School became Eastern Michigan University's first consociate school after almost a year of planning, several pilot projects, and many discussions between leaders and faculty from both institutions. A consociate school is a school site that has developed an exceptionally strong working relationship with a College of Education. The Renaissance Group, an organization of twenty-four teaching colleges and universities, developed the concept.

In these meetings, leaders of both institutions identified a number of creative ways they could be mutually supportive in their efforts to improve educational opportunities for young people. The consociate school relationship formally marks the beginning of a multi-year series of interrelated activities between the two institutions. So far, the team has developed a counseling program in which EMU graduate students counsel high school students and adults. A graduate course on restructuring schools was team taught by two district professionals and two EMU College of Educational professors. This course was presented for Farmington schools educators. Pre-student teaching and student teaching field experiences paired EMU students with educators from both institutions. In addition, FHS and EMU will exchange faculty for professional development.

Long range planning includes improving fiber optic linkage for interactive collaborative classes, structured pre-student and student teaching experiences, use of the University Professional Development model to facilitate Farmington High School's targeted goals, a proposal for integrating curriculum, a collaborative effort with Special Education, Special Olympics, and planning for the composite curriculum course to be taught on site.

These activities just begin to scratch the surface of the limitless possibilities and opportunities available in such a partnership.

Criteria for Consociate Schools*

1. Shared goals focused on learners, both K-12 and post-secondary.

2. Shared decision-making through ongoing dialogue.

3. Commitment to provide necessary resources for teacher education programs, including:
   - Time;
   - Materials;
   - Facilities;
   - Expertise; and
   - Leadership.

4. With resources in place, collaboration in a continuous cycle of planning, monitoring and evaluating of preservice and inservice education, beginning with recruitment of prospective educators.

5. Collaboration in research on models of schooling, teaching and assessment.

6. Shared commitment to continued professional development, including:
   - Quality assurance program for EMU beginning teachers;
   - Quality assurance program for cooperating teachers; and
   - EMU Teacher "hot-line" to provide induction support and remediation.

7. Involvement and integration of all concerned entities, including:
   - Staff members;
   - Governing boards;
   - Community groups;
   - Agencies;
   - Businesses;
   - Professional organizations; and
   - Parents and citizenry.

8. Recognition of Consociate School work as a scholarly activity for university faculty.

9. Shared practices relative to technology and its applications in the educational arena.

*Extracted and summarized by Donna M. Schmitt, Eastern Michigan University, from Renaissance Group document prepared by the Partners With Schools Affinity group (James Kelly, Chair), entitled *The Consociate School Model*, April 12, 1994.

1/95

EASTERN MICHIGAN UNIVERSITY/FARMINGTON PUBLIC SCHOOLS CONSOCIATE SCHOOL PARTNERSHIP

PURPOSE

The following document is designed to provide direction in the establishment of a consociate school partnership agreement between Farmington Public Schools and Eastern Michigan University. As dialogues continue and/or pilot projects are initiated, the document may be expanded to include additional sections on governances and operations of the partnership.

RATIONALE FOR FORMING OF CONSOCIATE SCHOOL PARTNERSHIP

Demands are increasing from numerous political arenas, demands which focus on the need to change education in order to prepare students for the 21st century. Emphasis focuses largely on the creation of learning environments which foster critical thinking in a technological and information rich society. Such a learning environment can be achieved through extensive collaboration between schools and universities. Moreover, through such collaboration, public schools and universities would benefit from infusion of new instructional practices supported by the best practice and research.

Collaboration creates a synergistic effect on the learning of children. Collaboration creates a much more powerful effect on the learning and teaching than the separate efforts of each institution. The creation of such environments may require a redefinition of the evolving roles of teachers, students and university faculty. This redefinition provides a monumental challenge to both the College of Education at Eastern Michigan University and Farmington Public Schools. A significant issue that must be addressed by both universities and public schools will be the commission of the energy and resources to provide teachers professional growth opportunities needed to transform practice.

It is in the spirit of improving both public education and teacher education that the Farmington Schools and Eastern Michigan University consociate school partnership is exploring a variety of cooperative/collaborative initiatives which can be grouped into the categories.

1. Field Experience: Students in field experiences have traditionally been placed into a variety of school settings, some which may or may not match the teaching philosophy that has been taught at the university level.

Through this consociate school partnership, it is expected that we can develop new channels of communication between Farmington Public Schools and Eastern Michigan

University which will narrow the gap between that which is taught in teacher education courses and its application in field experiences.

Exploration of consociate school partnership issues related to field experiences will focus on the nature of those experiences and how they can be integrated with coursework; how university students can contribute to the learning of public school students; and how learning environments can be created in which university students and public school students engage in critical thinking in a high technology environment.

2. Staff Development: Faculty and staff at Eastern Michigan University and Farmington Public Schools can gain substantial benefits in the collaboration on staff development activities. Farmington Public Schools' faculty, where appropriate, could participate and/or present in university courses. Likewise, university faculty, when appropriate, could participate in school functions.

Collaboration in the development of staff development activities which focus on curriculum development, technology, assessment are of particular interest to both institutions.

3. New Configurations: Exploration in the development of consociate school partnership activities provides the opportunity for new configurations in combining resources to meet the needs of Farmington teachers/staff, university faculty, university students and public school students. By combining resources and by rethinking the use of existing resources, a much greater effect on the learning of children can be realized.

For example, the possibility of combining the expertise of university staff and public school staff will increase professional growth. Also, the possibilities of doing professional development activities, e.g., via satellite uplink and downlink or via a fibre optics network, provide exciting opportunities for the future. Finally, utilizing public school teachers' expertise in university classrooms (or locating university coursework in schools) represents a reconfiguration of existing components in Teacher Education at Eastern Michigan University. More importantly, creating new configurations results in providing a new set of opportunities for university faculty and for having an impact on the children's learning.

POTENTIAL CONTRIBUTIONS OF EACH INSTITUTION

Farmington High School Contributions

- Provide an opportunity for real world learning experiences for students from Eastern Michigan University.
- Provide expanded pre-student teacher as well as student teacher experiences.

- Conduct teacher/professor exchange program.
- Collaborate on North Central Outcomes-Based Evaluation Plan.
- Provide Farmington site for EMU to offer evening graduate classes.
- Co-sponsor mini conferences.
- Increase opportunity for professional growth of Eastern Michigan University faculty.
- Provide real world problems for graduate students to research and design proposed solutions.
- Provide opportunities to apply research-based concepts.
- Provide an opportunity to explore restructuring ideas through field study.
- Provide opportunities to explore advanced uses to technology for various specialized populations and courses.
- Collaborate in planning professional education curriculum which will prepare students for the 21st century.

Eastern Michigan University Contributions

- Provide regular cadre of student teachers and pre-student teachers.
- Conduct teacher/professor exchange program.
- Collaborate in development of North Central Outcomes-Based Evaluation plan.
- Design and conduct university level courses on-site in Farmington.
- Co-sponsor mini conferences.
- Conduct special seminars on key issues.
- Collaborate in aligning outcomes to curriculum, instruction and assessment.
- Collaborate in the co-development of portfolios and other alternative forms (to MEAP) of assessment.
- Collaborate cooperative learning projects.
- Collaborate developing community involvement plan.
- Help provide challenge/stimulation to students gifted in a particular area.
- Examine possibility of service learning.
- Examine inclusion of higher order thinking skills across the curriculum.
- Examine restructured use of time.

CONSOCIATE SCHOOL PARTNERSHIP AGREEMENT BETWEEN EASTERN MICHIGAN UNIVERSITY AND FARMINGTON PUBLIC SCHOOLS

This agreement is entered into on the seventeenth day of November, 1993 by and between Farmington Public Schools and Eastern Michigan University. This agreement will be governed by all policies of the Farmington Board of Education and the Board of Regents of Eastern Michigan University. All applicable state and federal laws which apply to both institutions will continue in force. Either party may choose to terminate this agreement at the close of each academic year at Eastern Michigan University or at the Farmington Schools. Written notice must be given at least eight (8) weeks prior to the end of the academic year in the event of termination of this agreement.

Support of the consociate school partnership, (hereafter referenced as simply "partnership,") both financially and/or through institutional resources, which may be incurred in the implementation of this project will, to the extent possible, be equally shared by both institutions. All expenditures of real funds will require the signature of the Superintendent of Farmington Schools or his designee as well as the appropriate administrative personnel designated by the President of Eastern Michigan University. In transactions where the equal sharing of expenditures is not possible, the institution which incurs the expense will agree to such an expenditure and in advance with the understanding that a balance sheet will be kept and reviewed each six months to insure an equal sharing of the total cost of a given project. All existing regulations governing the expenditures of funds for either institution must be followed in the operation of this partnership.

In-kind contributions, e.g. through faculty released time, travel funds or other expenditure categories, will be negotiated on a project by project basis. Agreement on in-kind contributions will be made in writing for specific projects and/or periods of time.

If external funding (external to both institutions) is secured for the operation of any portion of this partnership, the legal responsibility for monitoring the allocated funds will be assumed by Eastern Michigan University and/or Farmington Public Schools. Any changes to an original project proposed budget will be through joint agreement of both institutions.

Any or all staff members who participate in this partnership continue to be considered full time employees of their original institution. Changes in employment status require the signature of the employee affected, the signature of proper authorities

of both institutions and must conform to any and all existing collective bargaining agreements affecting both institutions.

Facilities and resources of both institutions will be made available to support this project only after being requested through the proper authorities at each institution and when the proposed use does not interfere significantly with the normal operation of such facilities and resources in use by the providing institution.

Subsequent to further discussion after the approval of this partnership, an appointed advisory board will be established as a Consociate School Partnership Board of Directors to serve as the policy-making body and the liaison group for the partnership. An equal number of staff members will be selected from each institution. In order to insure the flexibility of this partnership to meet the needs of both institutions, the Partnership Board of Directors may make adaptations in this agreement throughout the year with the approval of the appropriate governing bodies at each institution. The governing bodies of both institutions shall be informed of the project. In March of each year, an evaluation report will be compiled and submitted to the Partnership Board of Directors for continued approval or modification on an annual basis. The evaluation report will be prepared by designees of both institutions. IN WITNESS WHEREOF, the parties have executed this partnership on the date first written above.

Farmington Public Schools

by: _____
Board President

by: _____
Superintendent

Eastern Michigan University

by: _____
President

by: _____
Provost

by: _____
Dean, College of Education

Adopted: _____

Farmington High, Eastern Michigan University link resources

FHS becomes EMU's first consociate school

Farmington High School (FHS) joined hands with Eastern Michigan University (EMU) as the university's first Consociate School at a signing ceremony November 17 at Farmington High.

A "consociate school" is a school site that has developed an exceptionally strong working relationship with an education college. The Renaissance Group, an organization of 24 teaching colleges and universities, developed the concept.

From left to right: Jerry Robbins, dean of EMU's College of Education, Michael Flanagan, former Farmington Schools superintendent, William Shelton, EMU president, and Jim Myers, Farmington High School principal, celebrate Farmington High School's initiation as Eastern Michigan University's first consociate school. The signing ceremony was November 17 at FHS.

"We are delighted to recognize Farmington High School as EMU's first officially designated Consociate School," said Dr. Jerry Robbins, dean of EMU's College of Education. "Leaders and faculty from both institutions have identified a number of highly creative ways that will be mutually supportive in our efforts to improve educational opportunities for young people."

FHS's Consociate School designation is the result of a year of planning, several pilot projects and discussion between leaders and faculty from FHS and EMU's College of Education. The consociate school relationship will formally mark the beginning of a multi-year series of interrelated activities between the two institutions. These activities will improve educational opportunities for Farmington High students while assisting EMU's College of Education in its missions of teaching, creating scholarly activities and serving other educational entities. Both groups meet monthly to discuss long-range plans and to brainstorm new ideas.

"Our partnership with Eastern allows us to grow, develop and restructure," said John Barrett, assistant principal at Farmington High. "It is mutually beneficial. We can exchange and explore ideas in education."

So far, the team has developed a counseling program in which EMU graduate students counsel high school students and adults. Professional counselors oversee the program. In addition, FHS and EMU will exchange faculty. Pre-student teaching and student teaching groups will pair students and educators from both institutions.

The partnership also includes a graduate course on restructuring schools team taught by two district professionals and two EMU College of Education professors for Farmington schools educators. Graduate students pay tuition and receive graduate credit.

"These activities just scratch the surface of the possibilities available through a partnership of this kind," added Barrett. "The opportunities are limitless."

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CONSOCIATE SCHOOL PARTNERSHIP
EASTERN MICHIGAN UNIVERSITY & FARMINGTON HIGH SCHOOL

Successes Achieved

Projects Undertaken

Projects Planned

•Structured Pre-Student Teaching

•Clustered Student Teaching

•On-Site Undergraduate Courses

•On-Site Graduate Courses

•Team Teaching

•Articulation/Coordination of Curriculum and Admission Standards

•Technology Linkages

•North Central Target Goals/Collaborative School Improvement Project

•Counseling Practicum

•Daggett Grant

•Special Education Teacher Placement

•Special Olympics

•Health Education: Drub Abuse, Sex Education

•Recreation Activities

•Conflict Resolution Training

•Art & Music Curriculum

•Student Assistance Teams

•Guest Teaching

James R. Myers

FARMINGTON HIGH AND EASTERN MICHIGAN COLLABORATE

As the educational and societal needs of young adults change and increase, it becomes imperative that public schools combine their resources with other agencies to address student needs. Collaboration among agencies can provide opportunities to pool the experiences, talents, and resources of these organizations in creative new ways to meet the needs of changing society and its newest generations. A new innovative partnership between Eastern Michigan University and Farmington High School (F.H.S.) demonstrates such a collaboration.

In 1991, an informal and somewhat chance conversation between personnel from EMU and FHS planted a seed which was quick to grow and flourish and become the roots of a new partnership. Dialogue and brainstorming led to a meeting in which the "power brokers" from each institution were invited to join in the development. Everyone was open to new possibilities, and restructuring at both levels was fair game in a non-threatening atmosphere of honest concern.

FHS asked the question, "What can I get out of this relationship?" Secondarily was the question, "What can I give to this relationship?" As the principal of a high school immersed in the North Central School Improvement Process, I felt the pressures my staff was experiencing as we continually sought ways of restructuring for improved instruction and learning. We felt the university could offer intellectual stimulus, redirect our focus on learning and student achievements, and provide research and guidance, as well as numerous professional resources and training. We could see direct benefits to the school through increased student teacher availability, collaborative graduate research projects, and professorial guidance through jointly determined school and university projects.

Some of the positive results that were not foreseen included the articulation of education on the continuum through the K-16 (or 17 or 18 as the case may be). Further, the school climate was enhanced, much enthusiasm was generated within staff and the positive image of the school grew. An added dimension to all of our initiatives was the opportunity for a third party analysis by Eastern Michigan University personnel. This new perspective has provided a positive reinforcement and a correcting beacon in our struggle for school improvement.

James Myers is the Principal of Farmington High School, Farmington, Michigan

What did EMU get from this mutually-beneficial relationship? They received some of the same benefits as Farmington High School. Namely, a third party perspective of their practices and reform efforts, collaboration on their projects, as well as a more fluid articulation of the K-16 educational programs. Additionally, they had exclusive linkage with a singular school where unique observations could occur and where theory meets practice, that is . . . where the rubber hits the road! All departments from both institutions were invited to attend brainstorming sessions. These included special education, physical education, public relations, teacher education as well as various major disciplines.

Throughout the initial year of planning, Eastern Michigan University used a new term to describe our developing relationship: This term was developed by the Renaissance Group, a national association of universities with large teacher education programs. Several concepts defined the parameters of "Consociate Schools," foremost being a shared mission with common goals. Further, the mission must focus on the learner regardless of the stage of development. Shared decision making responsibilities through ongoing dialogue as well as collaborative research enhancing dialogue on models of schools, teaching, and assessment are also qualities that stand out in this type of alliance.

As our consociate partnership developed and expanded, the list of projects included short-term as well as long-term initiatives with numerous participants and combinations. While the list of potential undertakings as well as those in progress is much too long to list without qualifying explanations, we did divide them into three areas: field experiences, professional development, and new configurations. Positive results have already been achieved in graduate credit programs, counseling practicum, integrated curriculum, special education, pre-student teaching, student teaching, North Central target goals, collegiate skills classes, long-range planning and more. Technology integration and staff exchange projects are in process and moving in a positive direction.

Although respect, trust, and equity was assumed and modeled throughout, we decided to write a mutually acceptable contract outlining many of our individual as well as joint responsibilities. On November 17, 1993

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Eastern Michigan and Farmington High School officially signed the accords at a ceremony attended by a variety of dignitaries, school officials, teachers, students, and parents. Eastern Michigan University reported to the Renaissance Group the progress of our joint efforts and shortly thereafter, Dean Jerry Robbins was notified that Farmington High School and Eastern Michigan University were the *FIRST* Consociate Schools in the United States.

We are all aware that educational demands are increasing from numerous political arenas—demands which focus on the need to change education in order to prepare students for the 21st Century. Emphasis focuses largely on the creation of learning environments which foster critical thinking in a technological and information rich society. Such a learning environment can be achieved through extensive collaboration between schools and universities. Moreover, through such collaboration, public schools and universities would benefit from infusion of new instructional practices supported by the best research.

Collaboration creates a synergistic effect on the teaching and learning environment. It creates a much more powerful effect on education than the separate efforts of each institution. The benefits of this symbiotic relationship are far greater than the limitations. There is much more ground to be explored in the future. Obviously, the traditional roles of educational institutions will be transformed. We may see a redefinition of the evolving roles of teachers, students, and university faculty. Farmington High School is excited to be a part of this evolution in education with Eastern Michigan University. We believe the biggest winners will surely be our students.

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DRAFT

FARMINGTON HIGH SCHOOL
CONSOCIATE SCHOOL
PROGRAM ASSESSMENT PLAN

The Farmingtion High School Consociate School Project has been in existence for nearly a year. A number of projects are in progress or have been implemented. Specific goals have been identified for the coming year along with related projects. The report is presented in three separate sections: a) process; b) goals/related projects; c) suggested assessment strategies; d) proposal form.

Process

At the point when a project is proposed, a specific assessment strategy along with timelines for assessment should accompany a proposal. The proposal should include a brief statement of how the proposal is related to project goals, timelines, persons responsible and strategies for assessment with a report date (see Appendix A).

Once a year, during March those who are responsible for various projects would submit a brief written report the committee. The committee will authorize the use of appropriate assessment data to be incorporated in an annual report suitable for release to multiple audiences.

Goals/Related Projects

There are five goals identified for the 1994-95 academic year. These goals are presented along with related activities.

Goal 1: The project will establish techology linkages through a variety of formats.

Related/Proposed Activities:

-Interviews via conference calls
-Computer E-Mail
-Writing assessments
-Satellite/Telephone linkage
-Interactive Video
-Use of the Internet

Goal 2: The project will secure additional external resources for simultaneous restructuring and reform of school and university programs.

Related/Proposed Activities:

-At least one grant will be submitted that is jointly sponsored/prepared
-At least one activity will result from mutual in-kind contributions

Goal 3: The project will disseminate model processes and projects to local, state, regional and national outlets.

Related Proposed/Activities:

-The model will be presented at one national conference
-There will be at least one local press release
-There will be at least one state conference presentation
-There will be at least one article written for a professional journal
-There will be at least one exchange/team teaching activity

Goal 4: The project will assess the degree of congruence between Farmington High School exit criteria and EMU admission expectations.

Related Proposed/Activities:

-At least one meeting will be held between EMU admission personnel and FHS personnel
-Formal written recommendations will be developed by the committee

Goal 5: The project will enhance the congruence of assessement processes in school and university programs.

Related Proposed/Activities:

-At least one program area at the high school level will be assessed through collaboration of university and school personnel

-At least one meeting will be held which focuses on assessment processes common to the College of Education and Farmington High School and which involves university personnel and public school personnel

Suggested Assessment Strategies

A variety of assessment strategies should be used, depending on the nature of the project. The purpose of the these strategies are generally twofold: a) to identify ways in which the project/activity can be improved; b) to communicate the impact of the project to a variey of audiences/constituences. Therefore, there are two categories of assessment strategies: general; specific. The general category comprises a small number of strategies which should/could be used with all projects. The specific category comprises a variety of strategies from which individuals should choose in order to tailor the assessment process to the nature of the activity.

General. Several general strategies should/could be use with nearly every project:

-Exhibitions, e.g. photos, samples of student works;
-General Anecdotal Surveys, (1 page solicitinganecdotal information, ie quotable quotes)
-Itemized Surveys, (Likert Scale; Multiple Choice, etc; probably no more than 5 items);
-Scrapbook Entries (similar to exhibitions), e.g. at every event, activity, there should be photos, copies of published press releases, samples of student work, etc. placed in the project scrapbook to be kept at the school

Specific. There a variety of assessment strategiie utilized and tailored to specific activities

-Activity specific survey, e.g. 5 or so items specifically tailored to the activity;
-Portfolio exhibits of student works where appropriate, ie. 2-3 samples of the types of work which exemplify the specific objectives of the activity;
-Video-taped segments which exemplify the objectives;
-Specific anecdotes, e.g. from sample interviewing.

As stated earlier, a deadline for reporting assessment results for each activity would be set at the beginning of the year. Persons would be identified who would be responsible for reporting the assessment results in a brief written report.

APPENDIX A
Project Proposal and Assessment Plan

Proposed Project Description:

Proposed Project Objective:

Relationship of Proposed Project Objective to
Goals of Consociate School Project:

Strategy for Assessment of Propose Project:

Timelines for Reporting Assessment Results: